



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 12, 2003

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

SUBJECT: Presentation on Peer Review of No Child Left Behind Accountability Workbook

As you know, the Michigan Department of Education was required to submit its Consolidated State Application Accountability Workbook to the U. S. Department of Education on Friday, January 31, 2003.

On Friday, February 7, 2003, a peer review team visited the Michigan Department of Education in order to provide the Department an opportunity to do a page-by-page review of the Workbook, and respond to questions and/or concerns.

The results of the peer review are not yet known at this time, and may not be known for another month.

At the Board meeting on February 27, 2003, Dr. Jeremy Hughes, Chief Academic Officer/Deputy Superintendent, will briefly highlight the peer review and present additional information that has occurred since the Board's January 23, 2003, meeting.

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STATE OF MICHIGAN
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THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

January 31, 2003

The Honorable Rod Paige
Secretary of Education
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Paige:

Michigan is pleased to transmit its Consolidated State Application Accountability Workbook to begin the process for approval of our accountability plan. Michigan continues to be a leader in standards and assessment. Michigan has developed a state of the art accreditation system that:

- Sets high, rigorous, and fair academic standards;
- Uses multiple measures of school and student success – realizing that the performance of our schools, teachers, and students cannot be measured by a single test on a single day,
- Encourages continuous improvement; and
- Provides assistance to struggling schools.

The Michigan State Board of Education has officially declared its strategic goal to be the following:

Attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on chronically underperforming schools and students.

Since early 2001, the State Board and the Department have been focused on doing what it takes to help all of our students, with special emphasis on our underperforming children.

In addition to submitting the requested documentation, Michigan requests authorization to recalculate the status of all of its schools in terms of Adequate Yearly Progress (AYP). We propose to retroactively apply Michigan's state objective and the definition of AYP contained in the No Child Left Behind Act (NCLB) to recalculate the AYP status of Michigan schools that had been previously held to substantially higher targets than the initial targets in NCLB.

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Michigan has been a leader in both state assessment and accountability. After the reauthorization of ESEA in 1994 as the *Improving America's Schools Act*, Michigan moved quickly to implement the AYP requirements of the Act. It is our current understanding that Michigan was one of few states that complied with the AYP provisions, with the result that Michigan schools now find themselves in a situation in which few other schools or districts find themselves.

Michigan began issuing AYP reports in 1996-97, using state assessment data from that year to compare with data from the previous year, 1995-96. When compared to the definition of AYP in NCLB, Michigan's formula for AYP was more stringent:

1. In addition to reading and mathematics, Michigan required AYP in writing and science as well, and was about to include social studies when NCLB was enacted.
2. For all four content areas, Michigan used a target starting point of 75% proficiency, below which a school would not be making AYP unless the school made adequate improvement (safe harbor).
3. This 75% target differs significantly from the target points that have been set for Michigan for 2002-03 as shown in section 3.2a of the Consolidated Application Workbook.

As a result of Michigan's previous high standards, we have numerous schools that find themselves one year away from the "Restructuring" consequence step of AYP, many of them because of not yet meeting the 75% target in one or more of four content areas, including writing or science.

Michigan used AYP to identify schools in need of assistance and to trigger the professional development requirements of Title I. Many of the schools that have been previously identified for improvement have been commended through the national "Blue Ribbon" program and other award programs listed in section 1.6 of our Consolidated Application Workbook. Many high achieving schools were on the list of schools not making AYP as a result of state assessment scores in writing and/or science.

Michigan, therefore, proposes to retroactively apply our state objective and the definition of AYP contained in the NCLB to recalculate the AYP status of Michigan schools that had been previously held to more stringent targets than those contained in NCLB. In the recalculation, Michigan will identify for school improvement any school that failed to attain the state objective or safe harbor for two consecutive years on the same measure (reading/English language arts, or mathematics). We do not view this request as a move to delay improvements in student achievement. Michigan intends to keep its aggressive stance in terms of accountability through

Secretary Rod Paige
January 31, 2003
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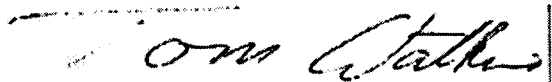
accreditation and AYP. We will continue to work with the most needy schools to strengthen collective efforts to improve student achievement.

Michigan educators have generally welcomed the challenge of NCLB. However, there is an underlying feeling among many that Michigan is being punished for having been a leader, by quickly complying with the provisions of the 1994 AYP requirements when the majority of states did not. We are requesting a level playing field for our schools but more importantly, for our children.

The Michigan Department of Education has been a leader in developing alternate assessments for students with cognitive impairment. The state's alternate assessment program for students with disabilities, MI-Access, currently has assessments in place for students with severe and moderate cognitive impairment and is in the process of developing assessments for students with mild cognitive impairment, as required by the Individuals with Disabilities Education Act (IDEA). The Department was also making progress toward developing an alternative assessment system for English language learners. This progress was interrupted by the passage of NCLB because the system that was under development, while addressing the requirements of the 1994 ESEA, did not meet all of the requirements of the new Act. Efforts were re-directed into an investigation of an alternate assessment of LEP students that would meet all of NCLB requirements. A pilot of this alternative assessment will be conducted in March. Details on this issue are elaborated in section 5.4 of the Consolidated Application Workbook.

Michigan is committed to do all we can to help every child succeed with available resources. We look forward to your favorable response and the flexibility that you promised regarding our plan. We are anxious to work with you and your staff to move forward to lift up our schools, our teachers, and most importantly, our children.

Sincerely,



Thomas D. Watkins, Jr.

Enclosures

cc: Michigan State Board of Education
Honorable Jennifer M. Granholm
Michigan Congressional Delegation
Chairman, Michigan Senate Education Committee
Chairman, Michigan House Education Committee
Chair, Michigan Senate Education Appropriations Subcommittee
Chair, Michigan House Education Appropriations Subcommittee

Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

DUE: JANUARY 31, 2003



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element	
Principle 1: All Schools		
F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
F	2.1	The accountability system includes <i>all students</i>
W	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .

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F	5.3	The accountability system includes <i>students with disabilities</i> .
W	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
W	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy
P – Proposed Policy, awaiting State approval
W – Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of "public school" and "LEA" for AYP accountability purposes.</p> <ul style="list-style-type: none"> The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan's operating definition of a school defines a school as a logical unit (not necessarily a physical building) that is generally defined as having eight characteristics:</p> <ol style="list-style-type: none"> 1. Administrators. A school has one or more administrators or directors, usually called a principal(s) who reports to a district level superintendent or assistant superintendent. 2. Teachers. A school has one or more persons certified to provide K - 12 instruction. 3. Students. A school has one or more students in grades K - 12. 4. Curriculum. Instruction is based on a systematic framework or approach according to grade level and content. A school includes a curriculum for one or more grades, usually from developmental kindergarten through twelfth grade. In some cases, schools include specialized curricula for targeted populations of students. 		

5. Hours of instruction. A school satisfies the minimum number of days and clock hours of instruction as required by law.
6. Compliance with Michigan Compiled Laws. The administrator of a school is responsible for ensuring the school's compliance with Michigan Compiled Laws. A school complies with or satisfies the regulations and policies, educational and otherwise, of the State of Michigan. It is the school that takes responsibility for implementing federal and state laws, as well as local school board policy.
7. Membership. A school submits the appropriate data to the central office administration for calculation and submission of pupil membership for State School Aid.
8. Assessment. A school administers the Michigan Educational Assessment Program (MEAP) or MI-Access, Michigan's Alternate Assessment Program, at benchmarked grades.

All schools that meet this definition of a school are included in Michigan's accountability system.

In Michigan, every facility classified as a "public school" is given a unique code number in a system called the "School Code Master." These school codes are used to generate the Michigan Educational Assessment System (MEAS) tests for each school. Public school academies (charter schools) are also coded and required to participate in state assessment. MEAP and MI-Access are parts of MEAS which is a comprehensive system of state assessments that includes an alternate assessment for students with disabilities and will include provisions for English language learners.

Michigan has been reporting the adequate yearly progress (AYP) of its public schools since 1996-97, using baseline data from the 1995-96 MEAP testing. Because the current MEAP tests are administered in grades 4, 5, 7, 8, and 11, there are some schools (e.g., K-2 buildings) where the MEAP assessment is not conducted. Nevertheless, Michigan has been reporting the AYP status of such schools and will continue to do so, using alternate procedures including feeder school pairing and use of assessments other than MEAP as the basis for determining AYP.

As of January 2003, Michigan has entered into a contract with a new test development company to revise and re-configure the current MEAP program to result in the specific 3-8 grade level tests required by NCLB. In addition, the Michigan Department of Education (MDE) has contracted with a test development vendor to assist in the development of the grade 3-8 MI-Access assessments. These tests will then include any schools with K-3 grade level configurations. The alternate procedures used to determine AYP for K, K-1, and K-2 schools will continue to be applied.

Michigan's accountability system is described in Attachment 1 entitled "A Single, Statewide Accountability System for the State of Michigan." Michigan's definition of a school is contained in Attachment 2.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan has taken the lead in development of a comprehensive state accountability system. Michigan recognizes that a complete picture of information about a school's performance is important in creating a fair system that holds all schools accountable. Michigan went back to the drawing board in 2001 to create a state of the art system that is more than a single test on a single day, one that creates ladders rather than hammers, lifting up Michigan schools, and helping them to improve, rather than simply bashing them down. Michigan's school accreditation system, named <i>Education YES! – A Yardstick for Excellent Schools</i>, is described in Attachment 3.</p> <p><i>Education YES!</i> requires that Michigan calculate and report AYP, using the definition of AYP contained in the No Child Left Behind Act (NCLB), for all Michigan schools.</p> <p>Michigan has been applying AYP systematically to all public schools and public school academies in the state since 1996-97 and will continue to do so.</p> <p>Michigan's Revised School Code provides for a state accreditation system that is applied to all schools, both Title I schools and non-Title I schools. Standards for state accreditation have recently been revised. Michigan's accreditation system is a multidimensional model that is based on student achievement and indicators of school performance. In March, 2002 the State Board of Education approved the framework for a new statewide school accountability/accreditation system that will give schools and school districts a "report card" with A, B, C, D/Alert, and Unaccredited letter grades in the following six areas:</p> <p style="padding-left: 40px;">MEAP STATUS – A school's beginning point based upon an average of three previous year's MEAP data.</p> <p style="padding-left: 40px;">MEAP CHANGE – The degree to which a school's MEAP averages have changed (improvement implied).</p> <p style="padding-left: 40px;">MEAP GROWTH – The degree to which a 4th grade cohort,</p>		

followed to 7th grade, has improved, and the degree to which a 7th grade cohort, followed to 11th grade, has improved.

INDICATORS OF ENGAGEMENT – Three descriptors of the extent to which a school engages its parents and community.

INDICATORS OF INSTRUCTIONAL QUALITY – Four descriptors of items related to curriculum alignment with the state's standards.

INDICATORS OF LEARNING OPPORTUNITIES – Four descriptors of items providing additional, extended learning opportunities for students.

COMPOSITE GRADE – A single, overall grade computed from the six previous grades.

The following table will be used to combine the individual school score and AYP status resulting in a composite school grade.

Unified Accountability for Michigan Schools

Education YES! Composite Grades	A	B (iv)	A
	B	B (iv)	B
	C	C (iii)	C
	D	D/Alert (ii)	C
	F	Unaccredited (i)	D/Alert
		<i>Did Not Make AYP</i>	<i>Made AYP</i>

i – iv Priorities for Assistance and Intervention
AYP calculated using No Child Left Behind definition

After the computation of a school's COMPOSITE GRADE for the six areas described above, a final "filter" will be applied, consisting of the question of whether or not a school or district met or did not meet AYP standards. The answer to this question will serve to decrease or increase a school's final composite grade on the report card. A school that does not make AYP shall not be given a grade of "A." A school that makes AYP shall not be listed as unaccredited. A school's composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement. AYP is thus fully and totally integrated

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

into Michigan's accountability/accreditation system. AYP will be calculated in accordance with federal law for all schools in Michigan.

Documentation of the approval of *Education YES!* by the Michigan State Board of Education is contained in Attachment 4.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.3 Does the State have, at a minimum, a definition of <i>basic</i> , <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	Standards do not meet the legislated requirements.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The MEAP currently reports student achievement in four score categories:

- Level 1 – Exceeded Expectations
- Level 2 – Met Expectations
- Level 3 – Basic
- Level 4 – Below Basic (Apprentice)

Students scoring in the “Exceeded Expectations” and “Met Expectations” categories are considered to be “proficient.” The “cut scores” that determine the dividing lines between the four score categories consist of scale scores. The cut scores are determined by a Standards Setting Panel of practitioners, facilitated by an expert psychometrician contracted by the MEAP office. A Technical Advisory Panel of national testing experts provides oversight of the standards setting process.

The Michigan State Board of Education has officially adopted this definition of proficiency to be the proficiency standard to be used to calculate AYP for Reading/English language arts and Mathematics at the elementary, middle, and high school levels.

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

The four MEAP score categories will continue to be used to report student achievement. These requirements correspond to the NCLB requirements in the following way:

"Exceeded Expectations"	corresponds to "Advanced"
"Met Expectations"	corresponds to "Proficient"
"Basic"	corresponds to "Basic"
"Below Basic"	

The Michigan State Board of Education approved three performance categories for reporting the MI-Access and MEAP results. The labels used are "Surpassed the Performance Standard, Attained the Performance Standard, and Emerging toward the Performance Standard." For MI-Access, the State Board of Education will be asked to approve the definition that students scoring on MI-Access as Surpassed the Performance Standard and Attained the Performance Standard will be considered proficient.

Attachment 5 contains performance standards set in 2002 for Mathematics for the MEAP. Performance standards for new Reading/English language arts assessment will be set in the spring of 2003.

Documentation of action by the Michigan State Board of Education on the definition of proficiency is contained in Attachment 6.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Beginning in 2003, the MDE will render AYP determinations and notify schools and districts of those determinations before the end of August of each year. The MDE will require districts, upon receipt of this notice, to notify the parents of all students who are assigned to a school that has been identified for improvement, corrective action or restructuring of their school choice option. Parent notification will, under this plan, take place no later than the first week of each school year, in time for alternative school assignments to be arranged if requested.</p> <p>Evidence of Michigan's commitment to timely notification is contained in Attachment 7, which contains an excerpt from Michigan's assessment administration contract.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan's accountability system will produce an annual State Report Card, which will include all the data elements required by NCLB as well as the data elements described earlier for the state's accountability/accreditation system (<i>Education YES!</i>). The report card will be available to the public before the beginning of the next academic school year. Assessment results and other academic and non-academic indicators will be included on the report card.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ²	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan currently has several reward programs honoring schools which make exceptional progress in increasing student achievement. They are as follows.</p> <p>Golden Apple Schools - Michigan public elementary schools are eligible to receive a grant of \$10,000 if, over the previous two years, their composite score on the MEAP tests has increased a total of 60 percentage points, and providing 90% of the students have been tested. This \$10,000 is specifically designated to be used for "school improvements," as designated collectively by the full-time employees of the school.</p> <p>Blue Ribbon Schools - The Blue Ribbon Program is a school improvement strategy that models excellence and equity. Blue Ribbon schools exhibit a strong commitment to educational excellence for all students. The school's success in furthering the intellectual, social, moral, and physical growth of all its students, including students with disabilities and limited English proficient students, is a basic consideration underlying the criteria. The program welcomes both schools that have demonstrated sustained success in achieving these values and schools that have demonstrated significant progress while overcoming serious obstacles. Blue Ribbon Schools celebrate their success at recognition ceremonies conducted at the local school building site with representatives from the MDE and the State Board of Education in attendance. Blue Ribbon recognition is widely publicized throughout the community through the media.</p>		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

Governor's Cup Awards – This award was established by the Governor in 2000. The award is non-monetary and provides a trophy to the high school in each of the 73 major athletic conferences in Michigan which has the highest number of students earning the Michigan Merit Award.

Merit Award Program – This award was instituted in 1999 and provides a \$2,500 scholarship for post-secondary education to any high school student in Michigan who passes (levels 1 or 2) four of the high school MEAP tests (Reading, Writing, Mathematics, Science). Beginning with the Class of 2005, there will be an additional potential award of up to \$500 based on middle school assessment performance.

Title I Distinguished Schools – Each year, Title I schools that have made AYP in all four subject areas (Reading, Writing, Mathematics, and Science) have been invited to a meeting of the State Board of Education where they are recognized and presented with a certificate honoring their accomplishment.

It is Michigan's intention to continue to support these reward and recognition programs. However, most of the programs listed above were instituted by the former governor of Michigan, who left office on December 31. With a new governor and the turnover in two-thirds of the Michigan Legislature because of term limits, it is not certain that these programs will be continued, especially given Michigan's current budget crisis. The MDE had been appropriated \$10 million for technical assistance to underperforming schools under school accountability/accreditation. That funding has now been reduced to \$2 million. Michigan intends to apply the consequences specifically listed in Section 1116 of NCLB to Title I schools not making AYP.

For all schools, including non-Title I schools, the Michigan School Code provides that the Superintendent of Public Instruction may apply one or more of the following consequences for a school that is unaccredited:

- An administrator may be appointed to operate the school;
- Parents may be given the opportunity to send their child to another school within the school district;
- The school may be allowed to affiliate with a research-based improvement program; or
- The school may be closed.

The Michigan State School Aid Act provides that the Superintendent of Public Instruction may place into escrow up to 5% of the state school aid attributable to students in an unaccredited school until such time as the school submits an acceptable plan for improving student achievement. Attachment 8 contains sections of the Revised School Code and the State School Aid Act which address these issues.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of "public school" and "LEA" account for all students enrolled in the public school district, regardless of program or type of public school.</p>	Public school students exist in the State for whom the State Accountability System makes no provision.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan tracks all students enrolled in public schools through the Single Record Student Database (SRSD). A Unique Identification Code (UIC) is assigned to each student. The UIC is matched with the MEAP data through pre-identification of MEAP test forms. All students are counted in the SRSD because it is tied to State School Aid. Pupil counts are audited for state aid purposes. Starting from this comprehensive database of students, Michigan ensures that all students are included in the state accountability system. MI-Access will also be using the UIC so that the MEAP and MI-Access databases can be merged for the purpose of calculating participation rates and AYP.</p> <p>The MEAP testing program has been in existence in Michigan since 1970 and has a well-established track record of testing all students. MEAP tests in Reading, Writing, Mathematics, Science, and Social Studies are administered at grades 4, 5, 7, 8, and 11 in every public school and public school academy in Michigan. For both MEAP and MI-Access a testing "window" is established, allowing each school or district to schedule testing at a time most convenient in the school calendar. This "window" also allows schools the opportunity to test students who may have been absent on the official day of testing. Michigan can thus offer reasonable assurance that all students at the grade levels tested will be included in the accountability system.</p> <p>Michigan has been reporting the AYP of its public schools since 1996-97, using baseline data from the 1995-96 MEAP testing. Because the current MEAP tests are administered in grades 4, 5, 7, 8, and 11, there are some schools (e.g. K-2 buildings) where the MEAP assessment is not conducted. Nevertheless, Michigan has been reporting the AYP status of such schools and will continue to do so, using feeder school pairing and use of assessments other than MEAP as the basis for determining AYP. Michigan state law requires schools to assess all students annually, as documented in Attachment 9. Schools have the opportunity to use data from other assessments in the appeal procedure, if needed.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define "full academic year" for identifying students in AYP decisions?</p>	<p>The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of "full academic year."</p> <p>The State's definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan is still in the process of determining the definition of "full academic year." This process is expected to be completed by May 1, 2003.</p> <p>In Michigan, there are two official student count days for purposes of allocating per pupil aid to school districts: the fourth Wednesday in September and the second Wednesday in February. In order to be considered as "enrolled" for purposes of state aid, a student must be enrolled on the September count day. State aid for the next school year is based partially on whether a student was still enrolled on the February count day.</p> <p>Michigan administers the MEAP tests to grades 4, 5, 7, and 8 during a three-week testing window which is generally the last week in January and the first two weeks in February. MI-Access, is administered during the last two weeks of February through the end of March. Documentation of the testing window for MEAP is contained in Attachment 10 and for MI-Access in Attachment 11.</p> <p>This poses a dilemma: if Michigan defines a "full academic year" as beginning with the September count day, and tests students in January/February, a student could actually be enrolled for only four months between the count day and the testing window.</p> <p>For this reason, discussion is still occurring in Michigan as to whether a "full academic year" should be defined as requiring a student to be enrolled on the September count day, or whether an even earlier day should be designated, possibly the February count day of the previous school year, which would indeed constitute the equivalent of a full academic year for a student at the time of state testing the next January/February testing cycle.</p> <p>The process being used to determine "full academic year" involves consultation with the Michigan Pupil Attendance and Accounting Association (MPAAA), the Michigan Association of Secondary School Principals (MASSP), and the Michigan Elementary and Middle School Principals Association (MEMSPA).</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>In Michigan, the Center for Educational Performance and Information (CEPI), within the Michigan Department of Management and Budget, is charged with maintaining an electronic database that includes, among many things, current enrollment and attendance data for every Michigan public school student. CEPI assigns a UIC to each student. Three times each school year, local school districts submit updated electronic information on students to CEPI. These data are used to confirm the continued enrollment of a student in a particular school and school district.</p> <p>Once the definition of "full academic year" has been determined for Michigan, the CEPI data will be able to identify all students who have been enrolled for a full academic year and whose achievement data will thus be included in the calculation of AYP for that student's school.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State of Michigan has not only set "starting points" for proficiency in Reading and Mathematics, at the elementary, middle, and high school levels, but has set the annual objectives for the increase in achievement leading to 100% proficiency in the year 2013-14.

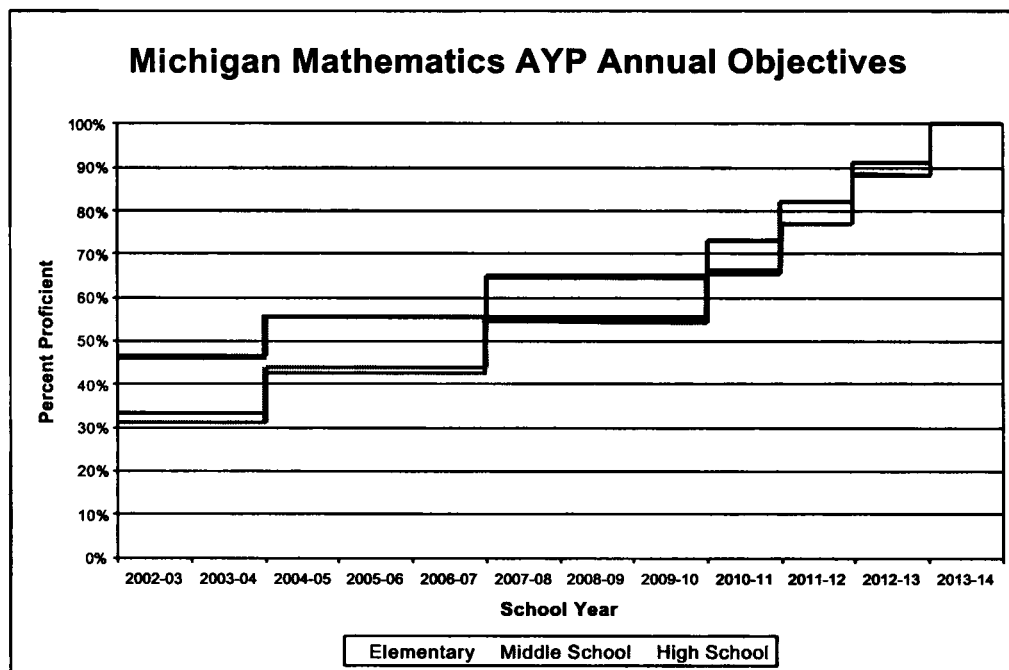
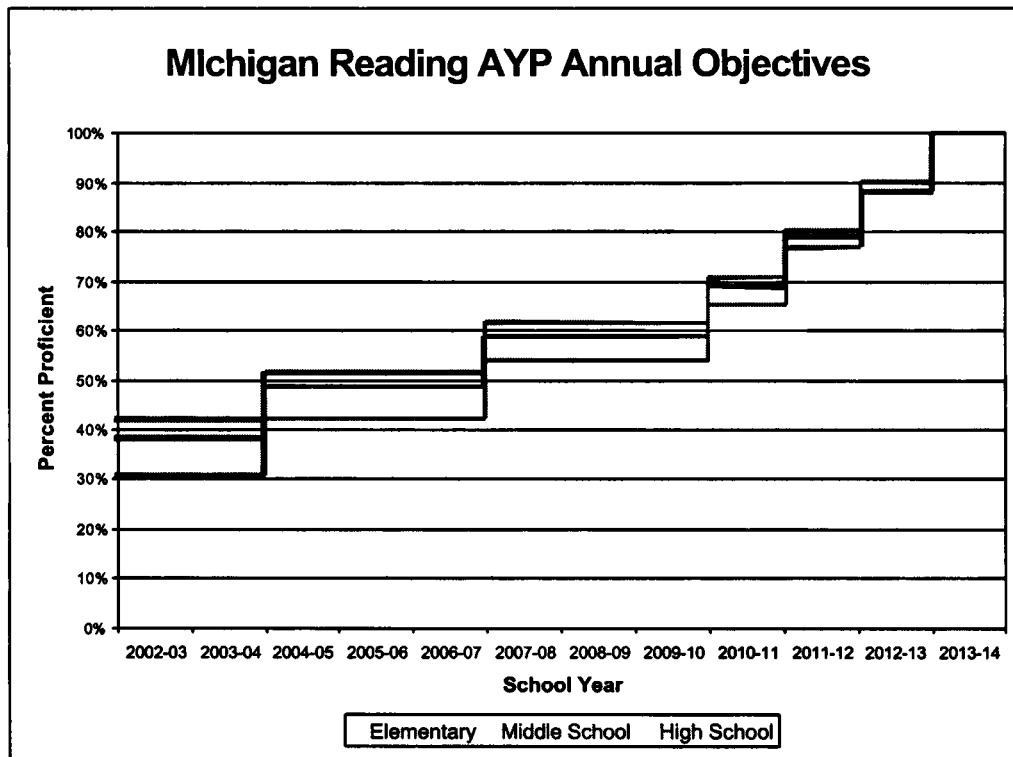
A table listing the starting points (2002-03) and subsequent intermediate goals is presented below:

Michigan Annual AYP Objectives

Content Area	School Year											
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary												
Mathematics	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
Reading	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School												
Mathematics	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
Reading	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School												
Mathematics	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
Reading	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

The above data are presented below in graphic form, for both Reading/English language arts and Mathematics:



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

There are two ways for a school or district to make AYP: meeting the annual objective or showing sufficient improvement (safe harbor). For a public school or LEA to make AYP, all students tested and each student subgroup must meet or exceed the State annual measurable objectives or show sufficient improvement, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.

In determining where each school or district stands in relation to the State objectives, Michigan will use a three-step averaging system, as follows:

Step One – Look at the school's most recent State assessment results. Does the school meet the State target? If yes, the school makes AYP. If no, go to Step Two.

Step Two – Calculate the average of the school's most recent and preceding year State assessment results (two-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, go to Step Three.

Step Three – Calculate the average of the school's most recent and preceding two years' State assessment results (three-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, the school is classified as not making AYP based on the State target.

This system of averaging will be used in order to give schools that are improving full credit for increases in their State assessment results, and also to avoid those instances where an uncharacteristic "swing" in a single year's scores would negatively impact a school. If in any particular year all students tested or the student subgroup does not meet these annual measurable objectives, the public school or LEA will be considered to have made AYP if:

1. The percentage of students in that group who did not meet or exceed the proficient level of academic achievement on that State assessments for that year decreased by 10% of that percentage from the preceding year;
2. That group made progress on the State's additional academic indicator; and
3. That group had at least 95% participation rate on the state assessment.

Michigan will identify for school improvement any school that fails to make AYP for two consecutive years on the same measure (Reading/English language arts, Mathematics, or the additional indicator) for the same subgroup at the same grade range.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2a What is the State's starting point for calculating Adequate Yearly Progress?	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	The State Accountability System uses a different method for calculating the starting point (or baseline data).

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State Board of Education in Michigan has determined the starting points listed below for the calculation of AYP. These starting points are based on assessment data from the 2001-02 administration of the MEAP tests and represent the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.

(Note: The percentage of students proficient in the lowest scoring subgroup in Michigan – "Students with Disabilities" – was lower than the percent proficient using the 20th percentile

method stated in the previous paragraph.)

Michigan Starting Points for AYP

47% - Elementary Mathematics

38% - Elementary Reading/English language arts

31% - Middle School Mathematics

31% - Middle School Reading/English language arts

33% - High School Mathematics

42% - High School Reading

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>

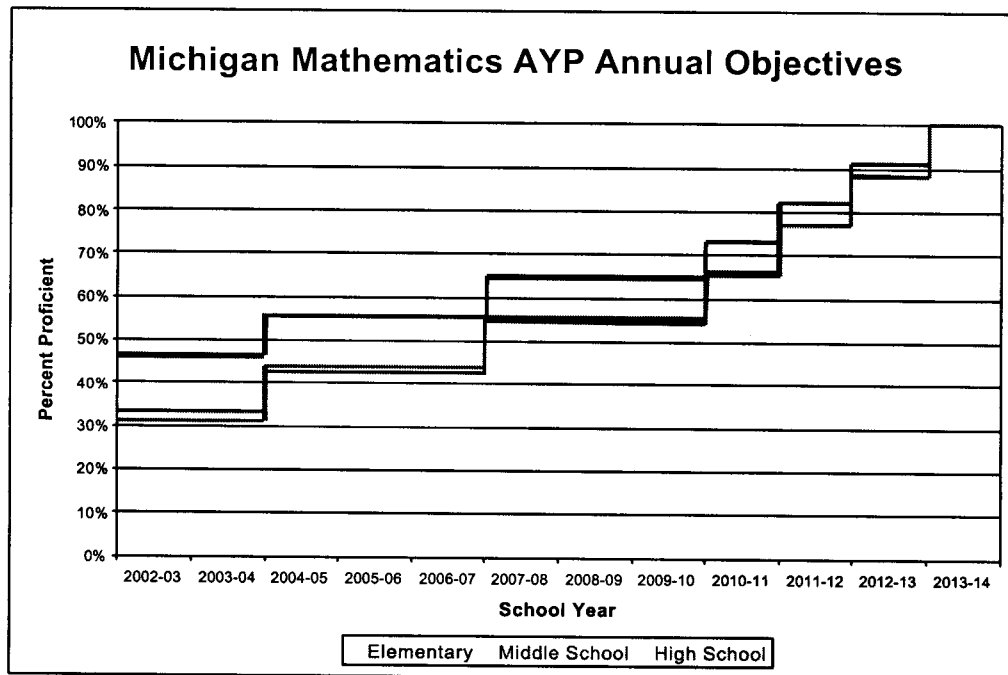
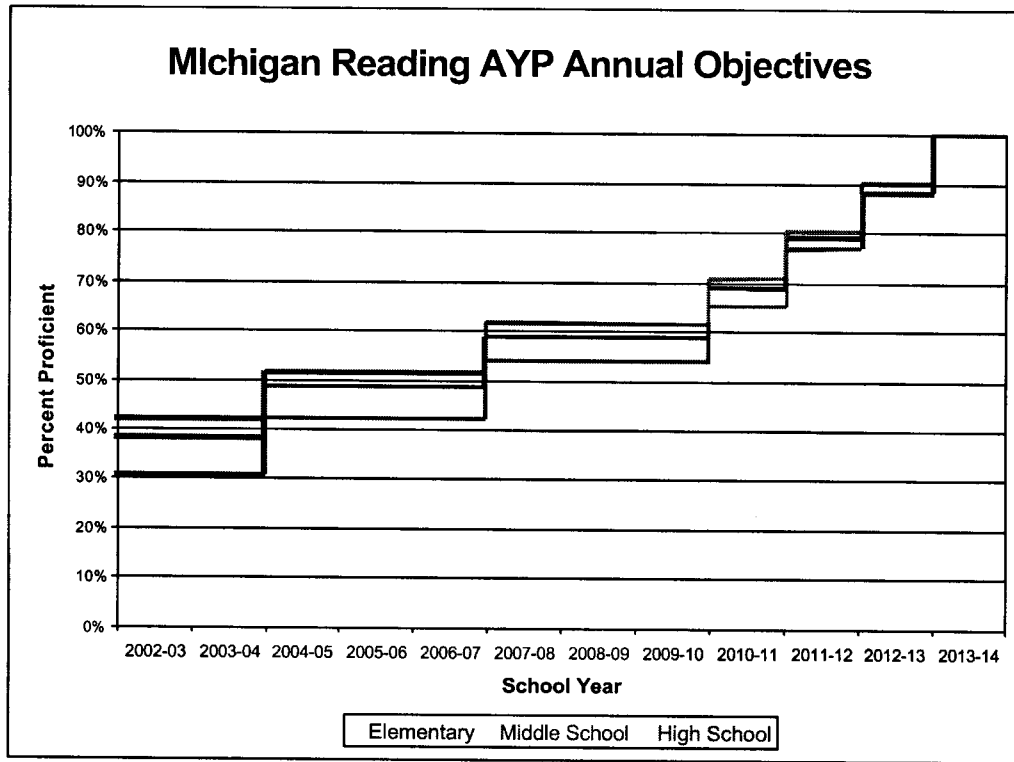
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

A table listing the starting points (2002-03) and subsequent annual measurable objectives is presented below:

Michigan Annual AYP Objectives

Content Area	School Year											
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary												
Mathematics	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
Reading	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School												
Mathematics	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
Reading	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School												
Mathematics	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
Reading	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The above data are presented below in graphic form, for both Reading/English language arts and Mathematics:



Michigan's application of the above annual measurable objectives is consistent with Michigan's experience with its school improvement initiatives. Michigan anticipates that the strongest academic gains will occur in later years, after reforms have been institutionalized, needed resources brought to bear, technical assistance provided, and capacity improved.

The growth expectations reflected in the graphs above assume that low-performing schools must develop a shared, coherent, and explicit set of norms about what constitutes a high performing school before the most substantial improvement in test scores will occur. These shared norms and expectations require a significant investment in the knowledge and skills of teachers in low-performing schools and school districts before the most substantial improvement gains will be realized. For this reason, Michigan's improvement expectations, while substantial throughout the 12-year trajectory, are more ambitious in the later years of the timeframe than they are in earlier years.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

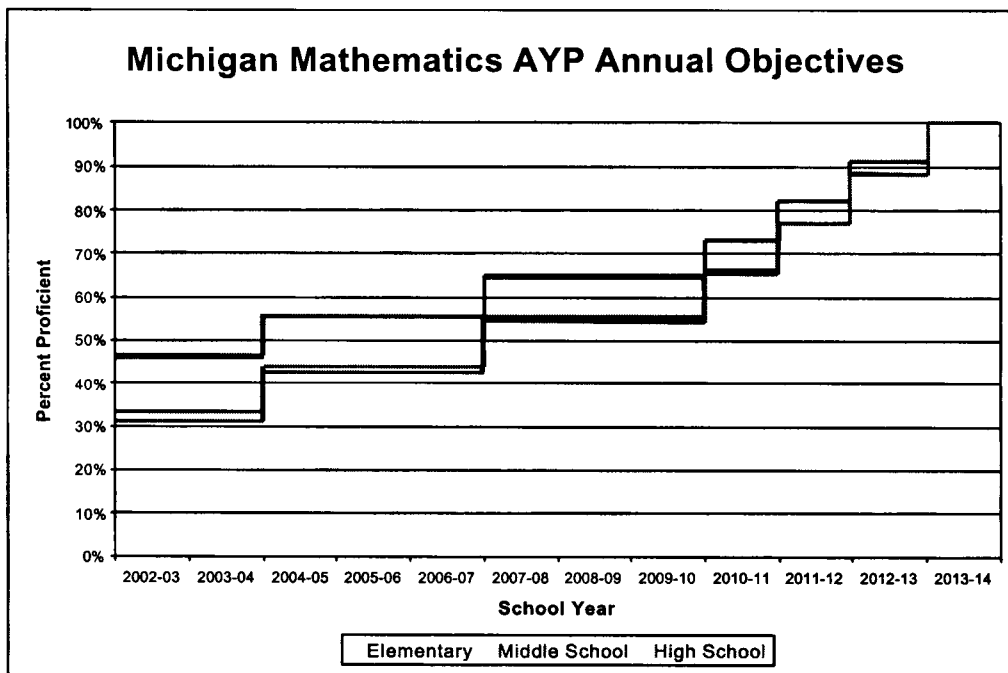
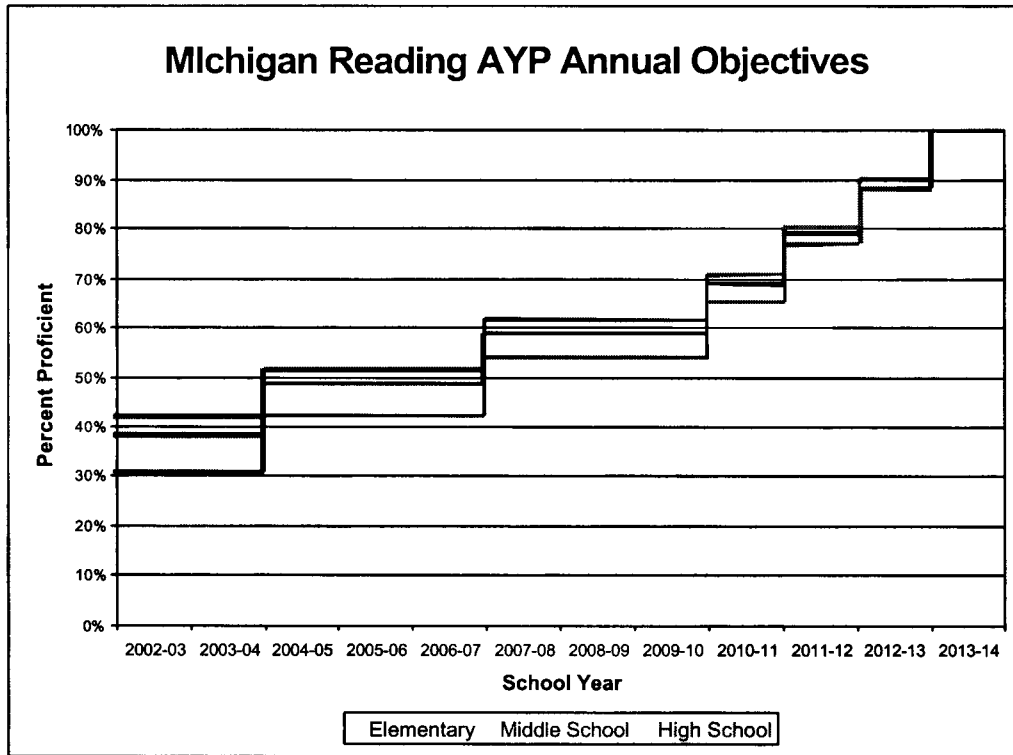
The State of Michigan has not only set "starting points" for proficiency in Reading/English language arts and Mathematics, at the elementary, middle, and high school levels, but has set the intermediate goals for the increase in target achievement points leading to 100% proficiency in the year 2013-14. These intermediate goals correspond to the annual measurable objectives previously described.

A table listing the starting points (2002-03) and subsequent intermediate goals is presented below:

Michigan Annual AYP Objectives												
Content Area	School Year											
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary												
Mathematics	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
Reading	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School												
Mathematics	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
Reading	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School												
Mathematics	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
Reading	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

The above data are presented below in graphic form, for both Reading/English language arts and Mathematics:



PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan administers its educational assessment tests in Reading/English language arts and Mathematics in January/February each year in grades 4, 5, 7, and 8. MI-Access is administered each year during the last two weeks of February through the end of March. At the high school level, the MEAP tests are administered in April/May. Michigan's assessments are currently being revised to include the grade level tests required by NCLB.</p> <p>Beginning with 2001-2002 data, AYP determinations will be made annually based on Michigan's AYP definition, as specified in Attachment 13. State accreditation decisions under <i>Education YES!</i> will be made annually, beginning with the 2002-2003 school year. AYP is now an integral component of school accreditation. All NCLB reporting requirements will be incorporated into state accreditation reporting requirements.</p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>AYP will be calculated for a school and district student population in general, and will be disaggregated for the following subgroups:</p> <ul style="list-style-type: none"> • Economically disadvantaged • Students with limited English proficiency • Students with disabilities • Major racial and ethnic subgroups <p>Attachment 12 contains definitions of the fields used to gather subgroup data through the SRSD.</p> <p>Documentation of approval of the Michigan State Board of Education regarding the calculation of AYP is contained in Attachment 13.</p> <p>If in any particular year all students tested or the student subgroup does not meet these annual measurable objectives, the public school or LEA will be considered to have made AYP if:</p> <ol style="list-style-type: none"> 1. The percentage of students in that group who did not meet or exceed the proficient level of academic achievement on that State assessments for that year decreased by 10% of that percentage from the preceding year; 2. That group made progress on the State's additional academic indicator; and 3. That group had at least 95% participation rate on the State assessments. <p>Michigan will identify for school improvement any school that fails to make AYP for two consecutive years on the same measure (Reading/English language arts, Mathematics, or the additional indicator) for the same subgroup at the same grade range.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>In Michigan, a school or school district's AYP will be determined on the basis of whether or not each of the subgroups listed in the previous section, in the school or school district, is making AYP. This determination will be based not only on the extent to which the subgroup meets the annual target goals for Reading/English language arts and Mathematics set for the State (or qualifies under the "safe harbor" provision), but also on whether the subgroup makes AYP on the additional "indicator" and qualifies by virtue of having 95% of the subgroup tested.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Students with disabilities participate in the MEAS in one of several ways:</p> <ul style="list-style-type: none"> • MI-Access, Michigan's Alternate Assessment Program; • Participation in the MEAP with accommodations; or • Participation in the MEAP without accommodations. <p>All students are assessed. The State Board of Education has adopted a policy to require all students, including students with disabilities, be assessed.</p> <p>The SRSD keeps track of student disabilities and allows the disaggregation of student scores. Attachment 12 contains definitions of the fields used to gather subgroup data through the SRSD.</p> <p>Documentation of assessment procedures and protocols for students with disabilities for MEAP is contained in Attachment 10, and for MI-Access in Attachment 11.</p> <p>In Michigan, students with disabilities constitute one of the subgroups whose successful achievement of AYP will be required (along with other subgroups) in order for a school or school district to be classified as making AYP.</p> <p>Michigan has an alternate assessment – MI-Access – for students with cognitive impairment. Performance categories have been approved by the Michigan State Board of Education for the MI-Access tests.</p> <p>All special education students not taking the MI-Access assessment will participate in the regular MEAP assessment or in the MEAP with accommodations.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	LEP students are not fully included in the State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In Michigan, students with LEP constitute one of the subgroups which must demonstrate AYP in order for the school or district to make AYP.

Michigan does not have versions of its assessments in other languages and is not at this time planning to develop such. There are several reasons for this:

1. Less than four percent (4%) of Michigan's public school students come from homes where English is not the primary language spoken.
2. Some 125 languages are spoken in these homes, and/or by the students from these homes. It would be impractical and expensive for the state assessments to be administered in these various languages. Michigan believes an equity issue would arise if some, but not all, of foreign language speaking children had the advantage of being assessed in their native language.
3. If native-language test versions were available, a problem would still exist because an increasing number of LEP students arrive in Michigan schools not literate in their native language. The second most predominant native language in Michigan, for instance, is Arabic, a language with a unique and complicated alphabet that most Arabic-speaking students cannot read or write.
4. Most LEP students in Michigan are instructed exclusively in English. Research has indicated that students should be assessed in the language in which they are instructed.

Michigan is gravely concerned over the prospect of requiring LEP students, totally lacking any proficiency in English, to take the rigorous state assessments in English. Michigan, therefore, proposes to develop, within the next three years, an alternative assessment that can be used with LEP students, regardless of native language. This assessment will be aligned with state

standards and benchmarks and designed to assess LEP student achievement in the core curriculum areas. Until this alternative assessment is developed, Michigan proposes to do the following:

1. Using the English Language Proficiency (ELP) tests administered in each local school district, each district will be asked to identify the students whose proficiency test results indicate they are capable of reading and comprehending the state assessment in English. For example, in an English language proficiency test that reports five levels of proficiency, a student reaching the third level should take the state assessment. Michigan is participating in the development of an ELP test with several other states. The expectation is that we will have one statewide ELP test developed and in use within two years. When that test is developed, the MDE will establish the proficiency level that will determine participation in the state assessment for all public schools in Michigan.
2. Students who score as non-English proficient (NEP) will not participate in the state assessments in English for up to three years while the state will develop an alternative assessment for English language arts, Mathematics and Science. Students who score below the proficiency level to take the state assessment will have the option, during the 2002-03 school year, of participating in a pilot assessment that is a nationally normed alternative assessment. The pilot will include an evaluation of how the assessment aligns with state standards and benchmarks.
3. After three years of instruction in schools in the United States, all LEP students will participate in the MEAP or MI-Access in English.
4. LEP student participation in the alternative assessment will be included in the school and district AYP calculations.

Attachment 14 contains the Policy on Assessment of Children of Limited English Proficiency approved by the Michigan State Board of Education on January 23, 2003.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The Michigan State Board of Education has determined the number thirty (30) as constituting the minimum number of students in a subgroup for accountability purposes. This decision was based upon investigation of research and scholarly papers that indicated the number thirty (30) was large enough to yield "statistically reliable" results.</p> <p>Wherever a subgroup size is less than thirty (30), data for the students in the subgroup will be reported to the school or district, for instructional purposes, even though not included in the determination of AYP for the school or district. Michigan will carry the number up to the district and state levels as required.</p> <p>Attachment 15 documents action by the Michigan State Board of Education on this issue.</p>		

⁵ The minimum number is not required to be the same for reporting and accountability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
In the current state assessment programs, assessment data are not publicly reported for any summary report on a group of fewer than ten (10) students. In such cases, individual student results are reported to the school, for instructional purposes, but not publicly reported.		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Reading/English language arts and Mathematics assessment scores are the predominant determinant of AYP. While the required additional academic indicators {NCLB Section 1111(b)(2)(C)(vi)} are part of the AYP determination, in determining whether each subgroup, school building, and district, as well as the state-as-a-whole meets the annual measurable objectives, Michigan will calculate the percent of the tested students who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision. Each of these calculations is based on reading/English language arts and mathematics assessments scores.</p>		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

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PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Section 8 of the State School Aid Act requires that pupil dropout rates be reported to the Michigan Legislature each year. Documentation on the current calculation of the graduation rate in Michigan is contained in Attachment 17.

State goals and school and district performance and improvement standards for this indicator will be decided before 2003 AYP determinations are made. There is currently a lack of agreement as to how to define and classify high school graduation rate in Michigan. It is Michigan's intention to involve the MASSP in determining an acceptable definition and formula for determining high school graduation rate. This definition will be finalized by May 1, 2003.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	State has not defined an additional academic indicator for elementary and middle schools.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>For elementary and middle schools, Michigan will use “Attendance Rate” as the “other indicator.” Michigan collects information on pupil attendance through the SRSD, which is documented in Attachment 12. “Attendance Rate” is a new indicator for Michigan; therefore we will involve the practitioners in determining the performance and improvement standards. We plan to involve the MPAAA and the MEMSPA in determining an acceptable definition and formula for attendance rate. This definition will be finalized by May 1, 2003. State goals and school and district performance and improvement standards for this indicator will be decided in 2003.</p>		

⁹ NCLB only lists these indicators as examples.

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<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan collects student data on an individual basis through the SRSD, as documented in Attachment 12. The reliability of data reporting has been greatly enhanced through implementation of this system.</p> <p>Michigan reviews data submitted by school districts relative to the graduation and attendance rates and identifies figures that represent substantial change from past performance. Michigan engages individual school districts in verifying data that represents substantial change from past performance.</p> <p>The attendance and graduation rate indicators were adopted as part of Michigan's accountability/accreditation system, <i>Education YES!</i>, before the NCLB requirements were integrated with that system. They are consistent with nationally recognized standards, as indicated by their inclusion in NCLB, and accepted as valid academic indicators by educators in Michigan.</p>		

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan does test and measure separately the areas of Reading/English language arts and Mathematics. Assessment results for each subject are separately used to calculate the AYP status of a school and school district.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan uses up to three years of data combined to increase the reliability of accountability decisions.</p> <p>Michigan's long history and experience in test development has resulted in assessments that have high degrees of reliability and validity.</p> <p>Michigan has included several features that are designed to maximize decision consistency and the validity of inferences drawn. These include:</p> <ul style="list-style-type: none"> • The use of uniform averaging and comparing the average to the most recent year's test results; • The employment of the "safe harbor," so that schools and districts that miss the annual measurable objective but show a strong gain in the areas missed will not be identified; and • An appeal procedure that school districts may use if data used to determine AYP do not agree with local data. <p>As Michigan's accountability system is implemented, the MDE will examine data related to the reliability and validity of the inferences made about schools and districts. This information will</p>		

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be shared with schools and districts, and used to refine the system as appropriate.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Because of the validity and reliability associated with the MEAP tests, Michigan is reasonably assured of the validity of its AYP decisions.

As mentioned earlier, Michigan has been calculating and reporting AYP to schools and districts since 1996-97. An appeal process has been in place since that time and will continue to be available to schools and districts.

Michigan has established the following process for schools and school districts to appeal the AYP determinations made by the MDE:

1. Information on the appeal process and a space for schools and districts to indicate that they wish to appeal an AYP determination is included in the annual AYP report issued to school districts.
2. Districts that wish to appeal an AYP determination for a school or district return a copy of the AYP report to the MDE with a description of the reasons why they believe the AYP determination is in error, including supporting evidence. Districts are expected to include evidence that the school or district is making adequate achievement gains based on other academic assessment data or indicators.
3. The MDE reviews the reasons and evidence submitted to determine their validity and evaluate the achievement data submitted.

The MDE notifies the school district regarding its final determination within 30 days of receipt of the appeal.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan has contracts for 3-8 development and vertical equating for both MEAP and MI-Access.</p> <p>In January 2003, Michigan began a contract with a new test development firm to revise the current MEAP testing program and transform it into the grade-level testing program required by NCLB. MI-Access is also working with a test development vendor in the development of the grades 3-8 assessments for all of MI-Access. Michigan also needs to add the two additional grades/ages for the current MI-Access assessments. Michigan will also be vertically equating the MI-Access assessments.</p> <p>The contract requires that the grade level tests be vertically equated, allowing each year's testing to be an accurate measure of student progress from the previous year's instruction and testing. As new tests are developed, either as a whole (e.g., all Reading/English language arts tests, grades 3-8) or in part (e.g., new Reading/English language arts test at grade 4), the tests are required to be equated, either as a whole, or with the grade level tests that will be retained.</p>		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
	<p>Michigan will begin its testing in grades 3-8 in 2004-05. This will result in some changes in AYP calculations, notably collapsing scores from grades 3-5 for the elementary level and grades 6-8 for the middle school level. A determination will be made in 2004-05 regarding whether new starting points will need to be set.</p> <p>Michigan will evaluate its starting points when Phase 2 of MI-Access is implemented.</p> <p>Students attending public schools that are in their first year of operation will be included at the district and state levels in determining district AYP. New schools will receive an "AYP alert" based on the annual objectives in their first year of operation. AYP determinations for new schools will commence with their second year of operation, at which time students attending the new school will be included at the school, district, and state levels.</p>	

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Michigan's policy is that all students enrolled must participate in the MEAS. The assessment administration window is specifically designed so that schools may administer the assessment on a different day to students who may have been absent from school. This policy has always resulted in most, if not all, Michigan students participating in the MEAS.

The Michigan State Board approved the "Policy To Include All Students In The Michigan Educational Assessment System" on October 18, 2001. This policy is included in Attachment 18.

Schools are required to administer the state assessments within a designated assessment administration "window." In order to assure that schools and districts meet the 95% tested requirement, a single day will be designated within the assessment window. The SRSD will be used to determine the actual enrollment on those days. This up-to-date enrollment count will be used to determine whether 95% of the enrolled students have participated in the testing.

At the high school level, the denominator will be the number of cohort members enrolled in the school. The cohort is defined as the students enrolled at the midpoint of the eleventh grade spring testing window. The cohort approach is used because of the scholarship award attached to the high school assessment (Attachment 19) and the nature of the assessment, which is an examination of cumulative high school content.

The 95% participation rate will be calculated for the students in the aggregate, and for each of

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>the subgroups in the school, based on the up-to-date enrollment in these subgroups.</p> <p>The 95% participation rate is calculated separately for Reading/English language arts and Mathematics.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

As stated earlier in this workbook, the Michigan State Board of Education has determined thirty (30) as the minimum group size in order to deliver statistically reliable results for a subgroup. Whenever a subgroup numbers thirty (30) or above, the 95% tested requirement will be applied. Regardless of the size of the school district, school, or subgroup, however, all students in a subgroup will participate in the state assessment and their scores will be included in school and district results.

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Attachments

1. A Single, Statewide Accountability System for the State of Michigan
2. Michigan's Definition of a School
3. Education YES! – A Yardstick for Excellent Schools
4. Approval of Education YES! by the Michigan State Board of Education
5. Mathematics 2002 Performance Definitions
6. Approval of the Definition of Proficiency by the Michigan State Board of Education
7. Excerpt from Michigan's assessment administration contract
8. Section 1280 of the Revised School Code and Section 16 of the State School Aid Act
9. Section 1280b of the Revised School Code
10. Michigan Educational Assessment Program Administration Manual
11. MI-Access Administration Manual
12. Single Record Student Database Field Definitions
13. Approval of the AYP Calculation Policy by the Michigan State Board of Education
14. Policy on Assessment of Children of Limited English Proficiency by the Michigan State Board of Education
15. Approval of the Minimum Group Size by the Michigan State Board of Education
16. Section 8 of the State School Aid Act
17. Background On Dropout And Retention Rates
18. Michigan State Board of Education Policy To Include All Students In The Michigan Educational Assessment System
19. Michigan Merit Award Scholarship Act - Act 94 of 1999